ENVIRONMENTAL CARE  
CHARACTER DEVELOPMENT STRATEGY  
THROUGH RECYCLING CLUB EXTRACURRICULAR  
IN SD N 1 PEGUYANGAN

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Abstract

The environmental crisis lately becomes a warm conversation in various regions of the world, as well as in Indonesia. One of the behaviors which contribute greatly to the destruction of the environment is the behavior of waste (KLH, 2012: 17). Related to the above phenomenon, there should be efforts made by the government in overcoming these problems, as well as educational institutions should carefully capturing a growing issue in the community, and provide appropriate solutions to the problems faced by the society. For that educational institutions should ideally pay attention to the potential of the community in terms of education policy and adjust it to care for the environment in the development of character as described in Curriculum 2013, where this curriculum is more emphasis on outputs that have character. The character itself, amounting to 18 characters, and one of them is the character of environmental care. In connection with the environmental crisis caused by the behavior of people who are not eco-friendly, then schools must prepare students who have a caring attitude towards the environment, one of the strategies that can be done at SD N 1 Peguyangan through Recycling extracurricular club is working at developing the character of students with three stages character that is moral knowing, moral feeling and moral acting.

Keywords: Character of Environmental Care, Recycling Extracurricular Club

I. Introduction

The environmental crisis lately is warm conversation in various regions of the world. The environmental crisis is happening right now in both the national and global scale and it has reached the stage of serious and threatening problem for planet Earth where humans, animals and plants live and continue their lives. Modern humans today are being vandalized slowly, but the real against environmental systems that sustain life. Damage on the environment triggers global warming and natural disasters.
A survey conducted by the Ministry of Environment in 2012, shows that the main cause of environmental degradation lies in the human factor, the current human behavior on the environment increasingly unfriendly, people develop behaviors that are not friendly to nature, people use the natural resources more and more to fulfill consumption, they exploit energy inefficiently (2012: 3). One of the behaviors which contribute greatly to the destruction of the environment is the behavior of waste, the consumption of goods most likely to produce waste, besides behavior in disposing the garbage itself contributes the most. People were not used to store unused items, or recycle it back (KLH, 2012: 17).

The efforts to save the environment has actually been done either through the public awareness and stakeholders, through education and training, creation governmental regulations, Law, and through law enforcement. Rescue through the use of science and technology and other programs have been carried out. But the real result is still not as expected, and could not keep the pace of environmental destruction. Environmental destruction in some places in the world, including in our country still take place, even in faster speed and more intensive efforts as control efforts and improvements that have been made had no effect at all (Mawardi, 2012).

In connection with the environmental crisis, the government increasingly working diligently to address the environmental crisis with a variety of efforts, one with the issue of educational policy in curriculum development in 2013 that is concerning on the development of the character concerned about the environment, which in fact is an effort that truly wants to do by the government through the education sector in solving various environmental problems. Character development of environmental care were emphasized in the curriculum in 2013, this is caused by the condition of Indonesian people who do not fully have concern for the local environment. Environmental education has not been able to transform students’ awareness and behavior towards the environment.

Education is defined as the impact made by the adults in those who are not ready to help adapting to social life. Therefore, education should always look at the development of society and determine a suitable education in accordance with the conditions of the community. The primary function of education is not to develop the skills that are divided into potentials for their own interests. However, to develop their capabilities and capacities needed by society. General function of education should ideally be evoked potentials child. Every community needs some basic similarities of thought, values and norms among its members, but also requires some specialization, for the division of labor in order to maintain public order (Blackledge & Hunt, 1985).

On the issue of global environmental crisis today, the individual capacity expected by society are individuals who have a
character or a caring attitude towards the environment, which should ideally be developed since early age. In this regard, we need a strategic approach to the planting or cultivation of moral values that should ideally be done since early childhood and elementary school age, for the period or stage of development is said to be a period of life that has an important role for the development of individual morality. Elementary school is the first formal education that determine the potential of learners. Therefore the methodological fallacy in moral values education in primary school will go a long way in the moral life of the individual (Kama, 2011: 165). In this context D. Purpel K. Ryan (1976), Puspoprodjo (1999), Hakam (2000) and Abdullah (2005) states that the failure of the education of value (religious and moral) for schools is still limited to the submission of moral knowing and moral training but not touching moral being is to get children to continue to make moral action.

In order to create moral being of students, it is certainly needed conducive classroom and school atmosphere for the moral values to be applied. Such a task requires the school to sue the school to be a civilizing institution-moral values, not only as a moral teaching and moral training institutions (Simon & Herminn, 1978; and Kohlberg, 1981 and 1984 in Hakam, 2011, 165). One effort that can be done is through the development of extra-curricular activities in order to create a more conducive school atmosphere.

Conditions as mentioned above also occur in primary school in Peguyangan village, developing students’ awareness about the environment is performed using moral knowing approach or simply transferring knowledge only, so that the expected results or desired goal is not achieved. From the description above, it would require a study of the development of educational strategies in the development of environmental care character that adopted three approaches stages of character development by Lickona namely moral knowing, moral feeling and moral acting through extracurricular activities that can later be used as a reference for policy makers, education practitioners and education stakeholders in conducting familiarization of moral values in order to be able to develop the character of students at the school to be more consistent with national education goals. On the basis of the background above, it will be assessed the problem as follows: 1) The strategy to develop environmental care character through Recycling extracurricular clubs at SD N 1 Peguyangan.

II. Discussion

2.1 The Theory of Morality by Emile Durkheim (in Blackledge & Hunt: 1985)

Education is defined as the impact made by the adults in those who are not ready to adapt to social life. Therefore, education
should always look at the development of society and determine a suitable education in accordance with the conditions of the community. The primary function of education is not to develop the skills that are divided into potentials for their own interests. However, to develop their capabilities and capacities needed by society. General function of education should ideally be evoked potentials child. Every community needs some basic similarities of thought, values and norms among its members, but also requires some specialization, for the division of labor in order to keep public order. Ideally education can meet the needs of the community. To be able to satisfy the educational community to help create a new generation for the community, education community laid down the conditions to help individuals perpetuate itself. In this sense, education has the function of conservation and community development. Education’s real function is to assist the process of socialization of the individual against society.

This Durkheim view, if it is linked with the learning approach can be regarded as the teacher centered approach that the focus is on planning and instruction of the teacher. In this approach the planning and instruction are arranged tightly and teachers direct the student learning. There are three common tool in schools that can be done to implement the teacher-centered, which is to create behavioral goals (behavior), to analyze the task and preparing instructional taxonomy. In essence, the learning method teacher-centered demands a professional teacher to provide instruction in extras like providing direct instruction method which is an approach to teacher-centered structured characterized by the direction and control of teachers, teachers’ expectations are high on student progress, maximizing the time spent pupils for academic tasks, and efforts by teachers to minimize the negative effects on students (Joyce & Weil, 1996). In regard to the issue of environmental crisis, then the principle or approach to teacher centered it still worth doing, in the midst of a paradigm shift in the learning process today extolling approach that is student centered, this approach is not applicable to all subjects or in the character development of students in primary school.

Schools must develop a spirit of discipline, when a child enters school, he was confronted with rules that bind themselves and others alike. The rules are more common than he experienced at home. School discipline serves to develop the self-discipline necessary in modern society. In connection with the environmental crisis, the school must build and develop ideas in addressing the environmental crisis, which is to develop the capacity of students to be students who have a concern for the environment, one of that activities can be done through the Recycling Extracurricular Clubs to develop the expected capacity.
2.2 Environmental Care Character

In the curriculum 2013, environmental care characters obtain special emphasis, care for the environment is defined as an attitude and action which seeks to prevent damage to the surrounding natural environment, and develop measures to repair the environmental damage that has occurred. In an effort to realize the environmental care character, a model of Lickona’s character development can be administered, namely through moral knowing, moral feeling and moral acting.

A. Moral Knowing

Moral knowledge is not separated from the knowledge of values. Good moral values must be appropriately separated and known by children with good moral values. The aspects are highlighted as educational goals of desired character are 1) the moral consciousness, 2) Knowledge of moral values, 3) Determination of perspective, having an ability in taking the other person’s perspective, looking at the situation as it is, imagine how they will think, react and taste problems, 4) moral thinking involves understanding of what is meant by moral and why should the moral aspect. 5) Decision-making, this can be done with consideration of the consequence caused as a result of decisions taken. 6) personal knowledge, is a kind of moral knowledge that is most difficult to obtain, but it is very necessary as character development. When connected to the character concerned about the environment associated with the behavior of the garbage, the indicators will be developed in this phase are: a) to understand the impact of the environmental crisis, b) know the efforts to reduce the environmental crisis, c) knows the dangers of garbage to the environment, d) understand the importance of protecting the environment, e) know how to waste sorting, f) understand how to recycle organic waste, and g) to know how to recycle inorganic.

B. Moral Feeling

The emotional side of the character is ignored in the discussion of moral values, which actually has a very important role. Just have a knowledge of right and wrong thing is not a guarantee to act morally good. As for the aspects of moral feeling is: 1) Heart, 2) Self-Esteem, 3) Empathy, 4) Love a good thing, 5) Know yourself, 6) Humility. When connected to the character concerned about the environment associated with the behavior of the garbage, the indicators will be developed in this phase are: a) feel guilty if littering, b) feel uncomfortable seeing other people / friends / relatives littering, c ) felt sorrow if look at natural disasters as a result of the environmental crisis, d) are encouraged to participate in activities such as environmental awareness trash bank movement.
C. Moral Acting

Moral action is the result of two aspects of the character. People who have the knowledge and the emotional qualities of good moral would possibility do what they know and what felt right. The aspects related to moral action is that 1) Competence, moral competence is the ability to change the assessment and moral feelings into effective moral actions. 2) The desire, be a good person often requires action of good wishes, an actuating energy to do what she thought. The desire to be at the core of a morale boost. 3) custom implementation of moral action to benefit from the habit. When connected to the character concerned about the environment associated with the behavior of the garbage, the indicators that will be developed in this phase are: a) avoid the use and purchase of products that generate waste, b) reusing containers / packaging for the same function or any other function, c) sell or provide garbage yan disaggregated to those in need, d) to fresh foods, decimate food in packaging, e) carrying bag / shopping bag when shopping, f) wear a napkin / handkerchief linen replacing tissue, g) recycles plastic waste into more useful items, h) organic process waste into compost, i) converting waste paper into more useful objects.

The focus of the behavior or attitude of environmental care under this study is only concerns the behavior of students toward the trash, because of errors in the handling of waste impact very much into some sectors, such as floods, pollution of water, air and soil and also the cleanliness.

2.3 Recycling Extracurricular Club at SD N 1 Peguyangan

Recycling Clubs is a newly developed extracurricular activities at SD N 1 Peguyangan, in an effort to provide a contextual learning experience to the students, so as to facilitate the efforts of environmental care character introduction in the elementary school setting. Extracurricular activities are activities outside regular school hours conducted in school or outside the school with the aim to expand the student’s knowledge of the relationships between subjects, talents and interests, as well as completing the whole human development, Saputra (1998). Extracurricular activities is a form of enrichment programs and improvements related to the curricular activities. Although this activity is its extras, but others managed to develop the talents of students, even in extracurricular activities. Learners could develop their various potentials or talents, extracurricular activities are activities outside the provisions of the applicable curriculum, activities, all of which are paedagogis (educating), therefore extracurricular activities may be regarded as supporting education (Wahjosumidjo 2007: 256; E. Mulyasa 2007: 111; and B. Suryosubroto, 2007: 12). Thus, it can be seen that extracurricular activities are additional activities outside of class hours that can be
done inside the school and outside the school with the aim of developing the talents and interests of students.

### 2.4 Education Of Value in Extracurricular Activities

Extracurricular activities are important, where it can be articulated into three educational value settings (According to Taylor), namely:

1. **Education of value** is a planned manner that involves consideration of a number of educational values, both covered in management education and in curriculum, starting from the broadest to the most narrow. It can be represented by the vision and mission for the development of values, morals, ethics, and aesthetics as the overall dimensions of education at the teacher's behavior in conducting awareness of values among students.

2. **Education of value** is a situation that affects the development of experience and awareness of the learners’ value. The situation may be a good atmosphere, harmonious, orderly, intimate and quiet. On the contrary, the situation may be less supportive atmosphere for the development of learners, such a hostile atmosphere, chaotic, indifferent, and so on. All these educational situations affect the development of the moral consciousness of students, because it involves considerations such psychological perceptions, attitudes, awareness and their beliefs.

3. **Education of value** is an instantaneous events experienced by learners. This means that the value of education takes place through a number of unexpected events, instant, voluntary, and spontaneous. All unplanned, not conditioned by accident and can happen anytime. Fragments of such events is a hidden curriculum that in the case of certain experience can be a critical incident (critical incident) that is capable of changing the order of values and behavior of people (students).

Three settings outlined above illustrates that the process of value learning are involved all the way, conditions, and educational events. Therefore, students need a direct involvement outside clock-face in the classroom or often referred to extracurricular activities.

In connection with the scope of the three aforementioned values education, then the core of Extracurricular Activities is the personality development of students. Therefore, the mature personality profile is the main purpose of extracurricular activities. The development of a mature personality in the context of the development of extra-curricular activities is based on the stages of learners’ ability. They are required to have the maturity and the integrity of the world within the scope of their occupancy as a child who is learning. They are able to develop their talents and interests, respect for others, to be critical, to a gap, dare to try
things exciting positive, caring for the environment, to undergo the activities of intellectuals and religious rituals.

2.5 Environmental Care Character Development Strategy through Recycling Extracurricular Clubs at SD N 1 Peguyangan

Recycling Clubs at SDN 1 Peguyangan is developed by following the principles of extracurricular activities management that includes:

1. Planning

Recycling club refers to the types of activities that includes the elements (a) Activity Goal; this extracurricular that followed by the children in grades 4-6 is aimed at developing the students’ soft skills in managing organic and inorganic waste. (b) The substance of the activities; This club tried develop students’ thinking that waste is not waste material, not enemies, but friends that if it is treated well, will have economic value and the benefits are tremendous. Inorganic waste sorted by type, then deposited in the Bank of garbage, recyclable into objects and the results are used in schools, be used as a craft that is displayed in the display class, and each month is given a reward for children who have development over other colleagues. Organic waste, is recycled into compost that can be used in schools can also be used at home. If the compost produced quite a lot, it will be sold to Trash Bank that is a partner of the Recycling Club activities.

2. Implementation

The implementation of extracurricular activities are based on the following procedure: (a) the extra curricular activities that are routine, spontaneous and exemplary held directly by teachers, instructors and educators in the school. (b) extra curricular activities programmed carried out in accordance with the target substance, activity type, time, place, and execution as planned.

3. Control

The control of Recycling club is done as follows: (a) Extra-curricular activities at school is monitored, evaluated and supervised through supervisory activities, supervision of extra-curricular activities performed: internally, by the head schools and externally, by the structural / functional authority that develop the extra-curricular activities, such as community and the head of Peguyangan Waste Bank. Results of monitoring are documented, analyzed, and acted upon to improve the quality of the planning and implementation of extra-curricular activities at school. 4) Evaluation, the last thing done in the management of extracurricular activities are evaluating activities of the extracurricular activities that have
been implemented. The evaluation function is to monitor whether the activities run in accordance with the procedure or not. In addition, the usefulness of the evaluation is to determine the flaws of previous activities, so it can be an experience to make future activities could have gone better.

III. Conclusion

Extracurricular activities are very important in the education of values and character development, because in these activities students gain direct experience, actively involved in these activities and provide enough time outside hours of effective teaching, so that the value of education are more favorable through the activity of extracurricular activities.

The development of a mature personality profile of learners is at the core of the development of extracurricular activities. The charge in extracurricular activities include: increased moral awareness, habituation of organizational life, awareness of the value of human life, nature, even God, the disclosure of the values that are developed in the community.

Recycling Extracurricular Clubs is an extracurricular activity that is able to provide direct experience of major awareness in moral/character development with environmental care which includes three approaches namely character development according to Lickona, namely Moral Knowing, Feeling Moral and Moral Acting.

References


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